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ABSTRACT

These curriculum materials have been designed to challenge the ignorance that causes prejudice and racism. They have been produced for use in a variety of educational settings and in conjunction with other curricula for students in Key Stages 3 and 4. They target students in British counties that are predominantly white, such as Norfolk (England), so that these students can learn about racism. Each of the eight lessons has been designed for use with a class size of 30 in a 60-minute period. All the lessons include tutor notes and a suggested lesson plan. The following lessons are included: (1) "Introduction to Prejudice," a simulation exercise and photograph activity; (2) "Stereotyping in Action," a drama-based lesson; (3) "Roots of Racism and Positive Achievements," an educational quiz; (4) "Local Racism: 'ColourBlind' in Norfolk?," a video-based lesson; (5) "Racist Incidents: Not in Norfolk!," rehearsing for reality; (6) "Dealing with Racist Comments," examining the subtleties of racism; (7) "Combating Racism," a poster-based session; and (8) "Doing It Ourselves," an opportunity to suggest your own solutions. Appendixes include a glossary of terms used in the lessons and some suggested resources and contacts for further information. (SLD)

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ED 421 598

all different all equal

A pack of educational materials for schools to develop an understanding of racism and increase awareness of the many cultures in our world
For key stage 3 and 4 pupils

Produced by

COMPASS

a project of

Norfolk Education and Action for Development

Supported by

Sedgwick

Community Partners

Sedgwick

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Feargal Smith
NEAD

VDC32451

NEAD

1997 European year against racism

a l l d i f f e r e n t a l l e q u a l

I'm very glad to welcome this new pack from NEAD. If we're really going to tackle racism, everyone will have to get involved – whether we're black, white or green, and whether we live in the middle of Birmingham or in rural Norfolk. I'm working with Comic Relief on plans to support anti-racist work in schools, and I know that the kind of work that NEAD is doing will be really valuable in helping us to get the message right. So well done to NEAD for pushing ahead on this project – and well done to anyone who uses "all different-all equal" to start opening young people's minds.

All the best,
Lenny Henry,
Trustee, Comic Relief

ACKNOWLEDGEMENTS

This pack of materials was designed by a group of teachers and young people between the autumn of 1996 and summer of 1997. Without their enthusiasm, hard work and commitment the materials would not have been written. To them must go most of the thanks. The members of this group were:
- Ken Barrell (Diss High School), Sandy Betlem (Compass), Mike Copperwheat (Eaton CNS), Steve Fairbrass (Compass), Russell Hammond (North Walsham High School), Samia Malik (Norwich Black Women's Group), Anita Miah (Eaton CNS Youth Forum), Tonia Mihill (Norwich Black Women's Group), Rebecca Mundy (South Greenhoe Middle School), Jill Napier and Karen Topping (Blyth Jex High School), Kevin O'Connor (Colman Middle School), Matt Packer (Eaton CNS Youth Forum), Gordon Phillips (Norfolk County Council Education) and Annie Reyburn (Hethersett High School) and thanks too, to the headteachers and staff in these and other schools for their support

This design group drew upon a number of sources for their inspiration. Some of the activities in this pack have been adapted from these sources. Where possible we have tried to acknowlege these, but have been unable to trace them all and we apologise for any acknowledgements that have been omitted.

We would also like to thank:

- Tony Jackson and other staff and members of Norfolk County Council Education for their help and support in this project, and the staff and pupils of North Walsham High School, Kirkley High School and Pakenham Junior School for extensive opportunities to trial the materials in the summer of 1997

- Anne Matin (Norwich and Norfolk Racial Equality Council), Julia Brown (Comic Relief), Enid Tickle (NEAD) and Sister Alies Therese (EARAP) for their support and comments on the materials

- Sarah Gann for her typing and prof reading of the materials; and Feargal Smith and the other staff, volunteers and trustees of NEAD for their support throughout

- Debbie Hilton at the Norwich office of international risk consulting and finacial services group, Sedgwick, for her support in funding the production of this booklet

- Arnold Miller and Martin Friend of BBC East for producing the video which accompanies these materials

Lastly we would like to acknowledge the support of all the funders of the Compass project, without whom this work would not have been possible. These include: Christian Aid, the European Community (DGV), the Ecumenical Racial Justice Fund, Methodist Church Inter-Racial Projects Fund, Norfolk County Council, OXFAM, the Reiyukai Trust and UNICEF.

Sandy Betlem
(COMPASS project Coordinator)

COMPASS is a project of Norfolk Education and Action for Development (NEAD)

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A pack of anti-racist curriculum materials designed for year 7, 8, 9 & 10 pupils in PSE, Tutor Group Programmes or for use in other areas of the middle or secondary school curriculum

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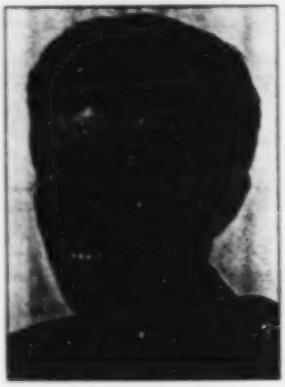
N.B. An evaluation sheet is included as an insert with this pack, please do fill it in - and return it

FOREWORD

I welcome this positive contribution to developing tolerance and understanding by working directly with young people. These materials have been developed by teachers and others in recognition of the importance of taking vigorous steps to counteract prejudice and racism in society. I commend them strongly to all schools and organisations working with young people

Tony Jackson
Deputy County Education Officer
Norfolk County Council



Sedgwick's aim is to play a positive role in the many local communities around the world of which it is a part. In Norfolk, where we have 650 staff, we are actively involved in a wide range of community initiatives. We are especially keen to help break down barriers to individual achievement and so are pleased to support this project to address the problem of racism through increasing awareness and understanding among young people.

Debbie Hilton
Public Relations Manager
Sedgwick

Introduction

This pack of materials has been produced to enable Key Stage 3 and 4 pupils in predominantly 'white' shire counties, like Norfolk, to learn about racism and to develop the skills to counteract it.

The need for such a pack is evident from the Norwich and Norfolk Racial Equality Council's research report, "Not in Norfolk" (1994): *"This report clearly demonstrates that racism does exist in Norfolk and is a problem that needs to be taken seriously. One contributor to this research echoed the thoughts and feelings of many, in saying* ***'you need to teach white people. Without changing them, you can do nothing'."***

If we wish to enable our young people to participate fully as citizens, not only in Norfolk but in the wider world, we need to provide them with the understanding and skills they will need to deal with the challenges of the increasingly multicultural and multi-ethnic world they will inherit. Two comments from the young people at the 1st 'all different all equal' youth conference (Norwich 1995) clearly show their concerns and needs: *"the opportunity to meet and talk to people of different ethnic origins today is something I found very valuable but all too rare in my environment"* and *"it is important to educate people about other cultures especially in Norfolk where there is little natural integration between blacks and whites."*

The materials here were designed by a group of teachers and young people with the full support of the COMPASS project and Norfolk LEA. The pack complements the Norfolk LEA professional paper, "Multicultural and Anti Racist Education" (Norfolk Educational Press, 1996), and will enable local schools to put some of the recommendations made into practice. That paper explicitly states that:

"Multicultural and Anti Racist Education is about preparing all pupils for life in our multi-ethnic, multicultural society and is particularly relevant in 'all white areas' where pupils' experiences can be limited by the range of cultural experiences they are exposed to in everyday life.

Multicultural and Anti Racist education is an underlying aspect of school subjects, all areas of knowledge have been shaped and influenced by a vast range of people from all cultures. Without this understanding pupils receive an inaccurate picture of the development of thought and achievement."

Curriculum Links

These materials have been designed to challenge the ignorance which causes prejudice and racism. They have been produced for use in PSE, Tutor Group or similar programmes but, as the last quote from the Norfolk LEA Professional Paper on the previous page suggests, PSE must not be the only vehicle for delivering an anti-racist message. There are obvious cross-curricular links at KS3/KS4. These materials can contribute positively to the cultural, spiritual and moral development of young people in a range of other curriculum areas.

These materials could be used in **Religious Education** programmes concerned with moral issues and human rights. They can be used in **English** lessons alongside a study of literature and poetry from different cultures in order to contextualise materials from a variety of sources. The materials will assist **History** teachers who are aiming to make "the Twentieth Century World", "the Indigenous Peoples of America", "the Holocaust" and a range of other local/global study units more accessible. In **Geography** issues such as population distribution, causes and effects of migration, reasons for global inequalities and all work on "development" would be enhanced by use of these sessions.

There is, however, a challenge to all teachers, whatever their subject areas. Within living memory, all forms of knowledge have been tainted by the colonial need to justify notions of superiority. It is imperative that teachers in all curriculum areas take the ideas of justice and equality on board. Teachers of **Science, Mathematics, Technology, Modern Foreign Languages, Art, Music,** etc., all share a duty to give our young people a balanced view of the development of knowledge. We should all acknowledge the contributions to that knowledge made by people from the rich variety of cultures and countries in our world. Without a coordinated approach across the school, these materials could run the risk of being used in a tokenistic way and will certainly not then equip our young people to effectively shoulder the challenges they will encounter in the outside world.

Information for All Teachers and Programme Coordinators

This pack is designed both for teachers who may be familiar with the issues and for those approaching them for the first time. The lessons in the programme involve a mix of activities and provide ample opportunities for reflection, group discussions and creative work.
We hope that the PSE/Programme Coordinator will be able to familiarise her/himself with the whole pack and will discuss the programme and lessons with the teaching team prior to and after delivery.

The following pages contain the 8 lessons in the programme:

- Each of the lessons has been designed for use with a class size of 30 in a 60 minute period.
- All the lessons include tutor notes and a suggested lesson plan, all the pupil activity sheets required and, where necessary, further information for the teacher. N.B. It may also be useful for coordinators to copy the Glossary of Terms (pages 33/34) to all teachers at the start of the programme.
- At the top of each 'Tutor Notes' page is a list of all the requirements for that lesson.
- If these lessons are being used with a number of classes simultaneously then the Programme Coordinator could prepare and distribute the necessary materials to the individual teachers. Obviously changes in lesson times or pupil numbers will require changes to what is needed.
- Lesson 4 has been split into 4a and 4b, to take account of different ability levels. Both need the video which accompanies this pack (lesson 4a - the edited version, lesson 4b - the full version).

Lastly, we have included an evaluation sheet in this pack for you and your colleagues to comment on the usefulness and suggest changes for future publication. Please do fill it in and return it to us.

<<<< **ONE VERY IMPORTANT NOTE** >>>>

There may be young people in your school who have experienced racism. They may have been hurt by it and may not wish to talk about it. If you are the Coordinator, or their teacher, please ensure that you and your colleagues are sensitive to this issue and that they value and support all their pupils according to their particular situations or backgrounds. For more information on this please refer to the Norfolk Professional Paper 'Multicultural and Anti Racist Education' and in particular page 9.

a l l d i f f e r e n t a l l e q u a l

LESSON 1 INTRODUCTION TO PREJUDICE

TUTOR NOTES

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This lesson includes: 1. A simple and quick activity to help the pupils experience and later discuss what it is like to be set apart in and excluded from society and 2. An activity using photographs to show that we may all make judgements based on prejudice and that these judgements are not reliable.

You will require:	27 coloured dots in 3 different colours (e.g. 9 black, 9 brown, 9 yellow)
	3 other different coloured dots (e.g. 1 red, 1 green, 1 blue)
	7 complete sets of photographs - photos on pages 5/6 or select from newspapers, magazines, etc.
	A list of occupations (some suggestions on page 5/6)

The Lesson

1. **THE DOT GAME** (adapted from 'An Activity File' by Pike & Selby) **5 minutes**

   (a) Ask pupils to close their eyes. Stick a coloured dot on each pupil's forehead.
   - The colours should be spread so that neighbouring people have different colours.
   - Make sure that the three miscellaneous dots are used.

   (b) Ask pupils to open their eyes and silently find their own groups - don't mention the coloured dots!
   - Inform them that no one is allowed to speak until everyone is in the 'right' group.

2. **DISCUSSION** **10 minutes**

   (a) Ask the pupils what happened in the activity.
   - Was it difficult to get into groups?
   - How long did it take them to work out that the groups were based on colour?
   - Were some people left out? ... How did they feel?

   (b) Ask if any of them have been excluded or discriminated against for no good reason.
   IMPORTANT: There may be pupils in this class who have experienced prejudice before because they are Black, Asian, of mixed parentage, travellers, etc. They may not wish to talk about this. Please be sensitive.

   (c) Point out that, if the three 'odd ones out' were excluded, there was no basis for this:
   ... just as there is no logical basis for racism.

3. **MUGS AND JOBS - a photo activity** **20 minutes**

   (a) Divide pupils into 7 groups. Give each group a set of lettered photos & an occupations list.

   (b) Groups should discuss and allocate each photograph to an occupation.

4. **DISCUSSION** **20 minutes**

   (a) Groups report on their decisions (via a spokesperson) - this can be limited to a specific number e.g. four photos, if time is pressing.

   (b) The discussion which follows should focus on the reasons for the choices made.

   (c) At some time during the discussion point out that none of the people portrayed follow these occupations (they are all educationalists who were involved with the production of this pack).

   (d) Point out that people often jump to conclusions without good evidence.
   ... STEREOTYPING is based on unfounded or irrational PREJUDICE.

What jobs do these people look like they do?

A

B

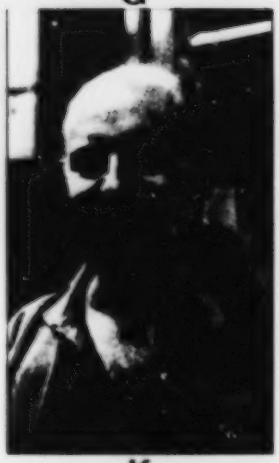
C

D

E

F

G



H

I

J

K

L

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OCCUPATIONS (Some ideas)

Engineer	Builder	Murderer	Factory Worker	Scientist	Unemployed
Taxi Driver	M.P.	Dentist	Road Sweeper	Gardener	Shop Worker
Priest	Postman	Secretary	Nobel Prize Winner	Retired	President

What jobs do these people look like they do?

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A

B

C

D

E

F

G

H

I

J

K

L

OCCUPATIONS (Some ideas)

Army Major	Nurse	Soldier	Footballer	Cricketer	Cook
Comedian	Undertaker	Farmer	Managing Director	Artist	TV Newsreader
Carpenter	Singer	Waiter	Market Trader	Athlete	Estate Agent

LESSON 2 STEREOTYPING IN ACTION

TUTOR NOTES

The aim of this activity is to develop pupils' understanding of how prejudice may exhibit itself in practice.

The activity is based around a play. You must ensure that each pupil has a copy of the play, a pupil activity sheet and a pupil task sheet, with an extra task sheet for the spokesperson of each group.

You will require:	30 copies of the pupil 'Information Sheet'	(page 8)
	30 copies of the play 'Work Experience'	(page 9)
	30 copies of the pupil 'Task Sheet'	(page 10)
	6 extra copies of the pupil task sheets - 1 per group	(page 10)

The Lesson

1. **INTRODUCTION** **5 minutes**

   (a) Give each pupil a copy of the information sheet, the play 'Work Experience' and the task sheet.

   (b) Ask pupils to get into groups of five and elect a spokesperson.
   Give an extra pupil task sheet to the spokesperson in each group.

2. **GROUP ACTIVITY** **20-30 minutes**

   (a) Ask pupils to read section 1 on their activity sheet and talk them through it.
   Then ask them in their groups to do sections 2, 3 & 4 on the information sheet.

3. **REPORT BACK** **10-15 minutes**

   (a) Ask the spokesperson from each group to tell the class which of the comments in the play their group thought showed stereotyping or prejudice. Collate group responses on the board.

4. **GROUP ACTIVITY AND DISCUSSION** **5-10 minutes**

   (a) Ask the groups to answer the questions in section 5 of their information sheet.

   (b) Discuss how members of the class would react in similar circumstances.
   N.B. If time is pressing this could be used as a homework activity.

Some Guidance Notes for Discussion

People needing a job may not be able to confront the racism they encounter. Current statistics show that Black and Asian people are much more likely to be unemployed than similar 'white' contemporaries with equal qualifications. So who should react - the victim or those around her or him?

Try and direct the discussion into considering why white people feel or react in a prejudiced and racist way, rather than focusing on the victim and their dilemmas, e.g. What would you do if you saw this happening? How powerful are you? How can you practically and effectively react?

It is often said that racism is prejudice with power

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INFORMATION SHEET

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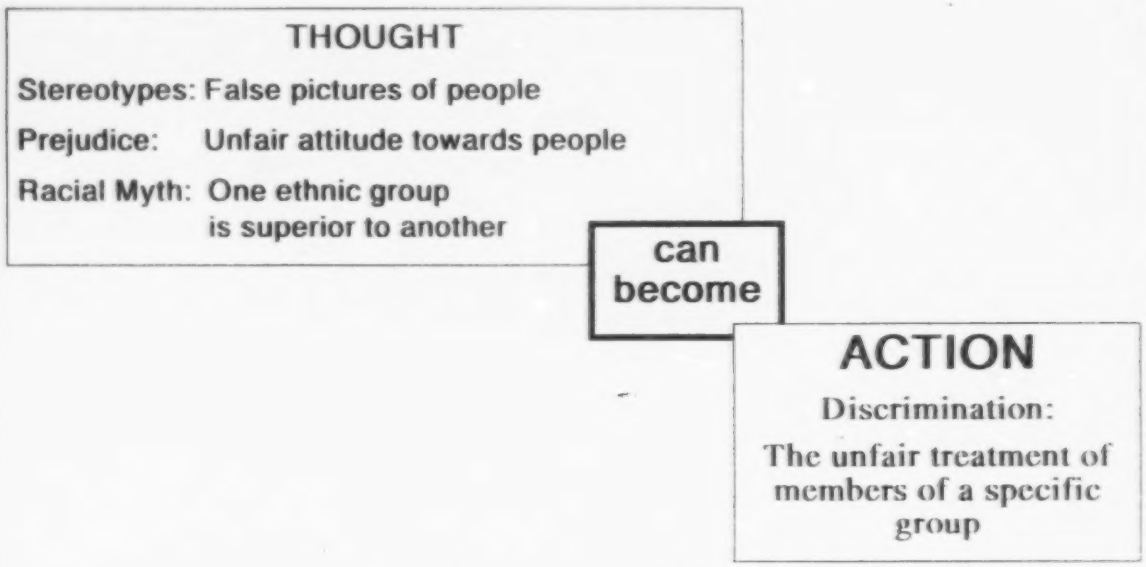
1. Look at the diagram below...


THOUGHT
Stereotypes: False pictures of people
Prejudice: Unfair attitude towards people
Racial Myth: One ethnic group is superior to another
can become
ACTION
Discrimination:
The unfair treatment of members of a specific group

Use this information when considering the play you are about to read.

2. Get into a group of five. Each person reads the part of one character in the play.

   The characters are: Sukhbinder Bhamra, Mr Jackson, Ms West, Ms Marsh and Mr Vincent

   Now read through the play.

3. Next complete the TASK SHEET individually.

4. Discuss the play and your own Task Sheet with your group.

   Then fill in a group TASK SHEET.

   You will need a spokesperson to report your group's views to the rest of the class.

5. With your group discuss the following questions:

   (a) Which of the characters in the play was prejudiced?

   (b) Why do you think they were prejudiced?

   (c) Do you think Sukhbinder handled the situation well?

   (d) Could Sukhbinder have reacted differently?

   (e) Would you react in the same way on your first day of work experience?

'Work Experience'

The Scene: A young student is starting her first day of work experience

Mr Jackson: Hello, love, so you're our new girl from the college, are you? I'm Mr Jackson, Donald Jackson. Nice to meet you.

Sukhbinder: Thank you. I'm Sukhbinder Bhamra.

Mr Jackson: Say that again - Sukh...binder...Bham...ra, hmm. I'm hopeless with foreign names. We've got another foreign girl here, Anjuli, and everyone calls her Angie. I expect everyone calls you Sue, or something, don't they – sounds a bit more modern. Let me introduce you to our Miss West, she's in charge of Personnel. Couldn't do without you to keep everyone happy, could we, Miss West? Perhaps you'll show Suk...um...er...um... this lady where she can powder her nose and all that.

Ms West: Nice to meet you, Ms Bhamra – or would you prefer Sukhbinder?

Sukhbinder: Yes, Sukhbinder will be fine, thank you.

Mr Jackson: Right, then. Don't let them work you too hard, will you, or we'll have your parents complaining that we're sending you home exhausted. Well, you'd better be getting along, Miss ..um...er. yes, well, goodbye.

Ms West: I'll show you where to put your things, then a quick tour of the building before we talk about your work placement here for the next week.

Sukhbinder: Thank you.

Ms West: We thought we'd start you off today checking some invoices. I expect you're good at figures, aren't you? We had a young Chinese student here last time who was marvellous with the computer.

Sukhbinder: Oh, I see. Yes, well I'm not too bad at maths, but I'd like to get as wide an experience as possible while I'm here.

Ms West: Don't worry, we'll move you round so that you can try out everything.
This is the staff canteen. Let me introduce you to more of our staff. This is Ms Marsh from Mail Order, and Mr Vincent who works on the switchboard.

Ms Marsh: Nice to meet you. I expect we'll see you in here in your tea and lunch breaks. You'll have to let us know how you're getting on.

Mr Vincent: The food's not bad here. The chef does a good curry on Thursdays, though it probably won't be up to what you're used to.
You could probably give him a few tips.

Sukhbinder: Oh, I'm not fussy about what I eat.

Mr Vincent: Not on a diet, are you? You young people are all the same.You certainly don't need to lose weight, you've got a smashing figure.

Ms West: Right, then. Let's finish our tour of the building and get you started on some work, or you'll think nothing ever happens in this place.

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TASK SHEET

1. Write down in the appropriate column below anything that you thought showed insensitivity, prejudice or stereotyping.

   Your comment may appear in more than one column if, for example, you think a remark shows BOTH sexual and racial prejudice.

   The comments you pick out may be very short (just one word) or much longer.

2. When you have completed this go back and write beside each comment ONE of the following to show how you feel about it:

   NVO - not very offensive
   O - offensive
   VO - very offensive

3. Now discuss your views with your group.

Sexual Prejudice/Stereotyping	Racial Prejudice/Stereotyping

LESSON 3 ROOTS OF RACISM & POSITIVE ACHIEVEMENTS

TUTOR NOTES

The aim of the activity is to challenge and hopefully correct some commonly held myths about Black people in Britain. It also aims to raise awareness of how racism occurs and to highlight some of the positive achievements that Black people have made to our society and the wider world.

The quiz is based around a series of statements and answers to stimulate thought and discussion.

You will require:	30 copies of the pupil activity sheet	(page 13)
	7 sets of 18 lettered quiz cards - cut up	(page 14)
	7 sets of 18 numbered answer cards - cut up	(page 15)
	1 copy of the teacher information sheet	(page 12)

The Lesson

1. **INTRODUCTION** **5 minutes**

   (a) Introduce the idea of myths or unfounded beliefs - for this you could remind pupils that many/most people in Britain 600 years ago believed that the world was flat, but subsequent facts (already known in other parts of the world) disproved this.

   (b) Give each pupil an activity sheet and ask them to get into groups of four.

   (b) Give each group of pupils a set of lettered cards.

2. **THE QUIZ - GROUP ACTIVITY** **40 minutes**

   (a) Ask pupils in their groups to:
   1. discuss the statements on each card in turn,
   2. decide if the statement is true or false and
   3. fill in their answers in the first two columns on their activity sheets (10 mins)

   (b) As groups complete the activity, distribute a set of numbered cards (the answers) to each group and ask pupils to match these with the Quiz questions. Then ask them to fill in the 'correct match' in the third column. (10 mins)

   (c) After 20 minutes read out the correct answers/matches (bottom of page 14). Then the pupils can fill in the last column - Correct Answer.

   (d) Allow a few minutes for the groups to discuss the correct answers and prepare group responses.

3. **REPORT BACK & DISCUSSION - CLASS ACTIVITY** **15 minutes**

   (a) Invite pupils to comment on and discuss the correct answers.

Some guidance notes for discussion

The teacher could initiate this by asking some cue questions: "What was the most surprising answer?", "Which one does your group not agree with?", "What is wrong with the word *discovered*?", "What are the historical roots of racism?", etc. The aim here is to stimulate discussion about the myths of racism, why racism exists, what the realities of racism are and to introduce positive notions about the contribution that Black peoples make/have made to our culturally diverse society and world.

N.B. The teacher should be aware of, and may wish to draw the pupils' attention to, the information contained in the Teachers Information Sheet - 'History of Racism' (page 12). This is very brief. More information is available from the resources list on pages 35 & 36.

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TEACHERS INFORMATION SHEET - HISTORY OF RACISM

Background Information

What is Race?

People often use 'race' as a way of categorising people by physical characteristics, eg skin pigmentation, shape of head, nose, etc. 'Race', in this sense, has been discredited as a scientific method for dividing people, because human beings are much more similar than different despite any superficial differences. **The human race is one species.**

Political attempts to divide people along 'racial lines', as practised in the USA and South Africa, have come up against the problem of where to place a 'racial boundary'. Every year in Apartheid South Africa, thousands of people applied to be reclassified from Indian to Coloured, Malay to Indian, etc. and many of these applications were successful! In the USA, people who came from Black families were able to 'pass for white' if they had a light enough skin tone. It was common for Black slaves to be the sons and daughters of the plantation owners, frequently the result of the rape of Black slave women by their white masters.

The usage of the term 'race' in scientific circles now involves the study of subtle genetic variations and adaptations which occur in different parts of the world. This must be distinguished from attempts to define the nature and potential of people according to a few visible physical characteristics and the creation of 'racial' hierarchies which are the basis of racist thought and behaviour.

Where does Racism come from?

The horrors and inhumanities associated with slavery and colonialism were often justified by theories which said that the enslaved and colonised people were barely more than animals. In the USA a male adult slave was seen as 60% of a person, and women/child slaves as no-thing, none persons.

Demeaning stereotypes were created and propaganda reinforced the idea that the colonised and enslaved had no history, culture or civilisation. They required leadership and guidance from white Europeans to bring them out of the darkness of ignorance and into the light of knowledge. The already existing associations of black with evil and white with good* were twisted to parallel the differences between people of darker and lighter skin tones and the subconscious fears and assumptions this led to were made full use of.

* An informative exercise is to look up black and white in a few dictionaries and compile a list of the way 'black' (blackball, blackleg, black sheep, black mark, etc) and 'white' are commonly used.

Over the years, more subtle stereotyping developed: "Black people have rhythm and are good at sport", "Asian people are studious, ambitious and hardworking in business", etc. It is possible to trace modern stereotypes associating Black people with physical activities and lack of self-consciousness directly from the idea that Black people are a small step up from the apes at the bottom of the human hierarchy of race.

All these stereotypes are negative, even those which appear to be positive. They do not allow individuals within a group the freedom to develop their full, human potential and are ultimately designed to perpetuate white superiority.

Multicultural Britain

The reality is that Britain has been a multicultural society for many centuries. Think of the Romans, Angles, Saxons, Vikings, Normans, Greeks, Jews, Italians and East Europeans who have settled here. There have been Black people in Britain at least as far back as Roman times and, in fact, Britain was once ruled by a Black Roman Emperor - Septimus Severus, 193-211 AD.

There has been a continuous and documented Black presence from the fifteenth century onwards which includes writers, politicians, musicians and business people, many of whom were well known figures in their day but who, through the workings of racism, have been obscured from 'white' British history.

Who knows which 'white' people walking around today descend from a forgotten 'Black' ancestor?
Or to look at it from another way - Aren't we all African ? - See quiz answer 18.

ACTIVITY SHEET

OUR WORLD QUIZ:

Instructions

1. Get into groups of 4, take turns to read out the statements on the **lettered** cards.

   Discuss these with your group and decide for yourself whether each is true or false.

   Then, fill in the first two columns of the table below with a tick (in either the true or false column) or a question mark if you are unsure.

2. When you have done this you will be given a set of **numbered** cards.

   Try and match the lettered and numbered cards.
   Then, fill in the third column with the appropriate number for each letter.

3. After this your teacher will read out the correct answers
   - mark these in the last column and compare your results with these.

   Now Think - **what was surprising?**
   - **what do you agree or disagree with?**

   Discuss with your group and share your ideas, thoughts and/or questions with the rest of the class.

TRUE OR FALSE QUIZ

	TRUE	FALSE	Matching Number	Correct Answer
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				

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QUIZ CARDS - TRUE OR FALSE?

A Most immigrants are Black.	B Immigrants are causing over-population in Britain.	C The first Black MP was elected to Parliament in 1987
D White people are less accepting of living next door to Black people than Black people are of living next door to white people.	E In Britain we imprison people who are escaping persecution in their own country because of their culture or beliefs.	F Black people scrounge off the the welfare system to get state benefits.
G America was discovered by Christopher Columbus.	H Black people get 'special treatment' in housing.	I Not all slaves were African.
J Black people first came to Britain in the 17th Century as slaves.	K Black people take jobs from White people.	L In schools, Black and White children are treated the same
M Black people are more likely to be suspected of being criminals by the police than white people.	N There are no famous Black Victorians.	O Doctors with ethnic minority surnames suffer racial discrimination.
P Justice is colour blind	Q The nineteenth century British explorer, David Livingstone, discovered the Victoria Falls in Africa.	R The British brought civilisation to Africa.

Answer code for True False quiz

A = 1 (False)	B = 7 (False)	C = 13 (True)	J = 4 (False)	K = 10 (False)	L = 16 (False)
D = 2 (True)	E = 8 (False)	F = 14 (False)	M = 5 (True)	N = 11 (False)	O = 17 (True)
G = 3 (False)	H = 9 (False)	I = 15 (True)	P = 6 (False)	Q = 12 (False)	R = 18 (False)

QUIZ ANSWERS:

1. False
2 out of every 3 immigrants are white.

2. True
When asked, 'Would you be happy living next to someone of a different race?', 90% of Black people said YES, while only 61% of whites said YES.

3. False
Thousands of native peoples lived in (owned?) America before Christopher Columbus arrived, including Caribs, Arawaks, Hopi, Mayans, Incas, Aztecs, etc.

4. False
The Roman Army had African soldiers in Britain in 253-8 AD, an African legion defended Hadrian's Wall, and 500 years after the Romans left there were still Africans living here.

5. True
Black people are more likely to be stopped, searched and treated roughly by the police. African Caribbean men are four times more likely to be stopped in cars than white men, and young Asians one and a half times more likely.

6. False
Once arrested, Black people are more likely to be charged with a criminal offence, more likely to end up in court, more likely to be refused bail and, if found guilty, nearly twice as likely to be sent to prison than white people.

7. False
More people leave Britain every year than come in.

8. True
More than 9,000 political refugees and other immigrants are held in British prisons and detention centres each year.

9. False
Black people are 4 times more likely to be homeless in London, they wait longer for a council house and often get the worst properties in unpopular areas.

10. False
Black people are less likely to be offered a job and twice as likely to be unemployed. If they have jobs, they are more likely to be low paid and their chances of promotion are less than 'whites'.

11. False
There were many famous Black Victorians including: Samuel Coleridge-Taylor - a famous African/British poet & composer, and Mary Seacole - a famous African Caribbean nurse who helped the wounded in the Crimean War.

12. False
David Livingstone might have been the first British (or Scottish) person to see the Victoria Falls. But local African people had lived nearby for centuries, they knew all about it and called it Mosi-Oa-Tunya (the smoke that thunders).

13. False
Sir Dadabhai Naoroji was the first Black MP elected in 1892.

14. False
Black people have more difficulties than white people in claiming welfare benefit - longer delays; and they are more often wrongly refused benefits.

15. True
The East India Company sold Indian slaves in London after 1621, when its charter gave it a monopoly of trade with India and other countries in the East.

16. False
In some cities, Black children are four times more likely to be suspended for the same misbehaviour as white children.

17. True
Doctors with ethnic minority surnames are half as likely as others to be short-listed for jobs, three times less likely to get into medical school, and three times less likely to be consultants. However, they are more likely to face disciplinary charges.

18. False
There were many civilisations in Africa before British & European colonisers arrived i.e. Benin, Zimbabwe, Songhay, Egypt, etc. In Timbuctoo, in 1500, the most traded item was not salt, gold or ivory, but books! The earliest human remains were found in Olduvai Gorge, Tanzania.

LESSON 4a LOCAL RACISM - COLOURBLIND IN NORFOLK?

(for lower school pupils - years 7/8)

TUTOR NOTES

a l l d i f f e r e n t a l l e q u a l

The aim of this lesson is to help pupils recognise that racism occurs everywhere and that **it is a problem because of its perpetrators, not its victims**. Although Norfolk's ethnic minority population is small (less than 1%), racism is no less of a problem than in an area with a much larger ethnic minority population.

The activity uses an edited version of the 'ColourBlind' programme, which was shown on national TV in the BBC Matter of Fact series in November 1996. Please preview the tape before the lesson.

You will require:	a TV & Video machine
	a copy of the 'ColourBlind' video (edited version - approx 20 mins)

The Lesson

Divide the class into smaller groups for discussions and record responses on the board or OHP.

1. **INTRODUCTION:** **5 minutes**

   (a) Recap so far with a quick brainstorm on Racism. Then introduce the video -"The video you are about to watch was made in Norfolk in the summer of 1996".

2. **VIDEO INPUT** (stop after Beverley says "cried and cried and cried") **8 minutes**
   QUESTIONS & DISCUSSION - What do you think so far? **10 minutes**

   (a) What do you think makes people do these things to each other?

   (b) How do you think the children felt being called names, being pushed around or having things thrown at them?

   (c) Where do you think people learn racist attitudes from?

   (d) How do you feel about what you've seen?

3. **VIDEO INPUT** (stop after Orlando says "condoning racism") **2 minutes**
   QUESTIONS & DISCUSSION **5 minutes**

   (a) What is subtle racism? Can you think of any examples?
   (To prepare for this you could 'preview' lesson 6 and the accompanying notes)

4. **VIDEO INPUT** (stop at Paula's poem over final credits) **10 minutes**
   QUESTIONS & DISCUSSION **20 minutes**

   (a) What do you think about what the boy said - "It's not me that's got a problem, it's the racists!"

   (b) Do you know if racist incidents happen (i) in your town/village or (ii) in your school?

   (c) What do you think (i) schools, (ii) communities or (iii) individuals can do about racism?

IMPORTANT:

It should be made clear during this lesson that it is **not** Black people who are the problem, as in "there are no Black people here, so there's no problem". **Racism is an important issue for us all!**

LESSON 4b LOCAL RACISM - COLOURBLIND IN NORFOLK?

(for use with upper school pupils - year 9/10)

TUTOR NOTES

The aim of this lesson is to help pupils recognise that racism occurs everywhere and that **it is a problem because of its perpetrators, not its victims**. Although Norfolk's ethnic minority population is small (less than 1%), racism is no less of a problem than in an area with a much larger ethnic minority population.

The activity uses a video of the 'ColourBlind' programme, which was shown on national TV in the BBC Matter of Fact series in November 1996. Please preview the tape before the lesson.

You will require:	a 'ColourBlind' video (full version) + TV & Video machine	
	30 copies of the 'Racist Attacks' information sheet	(page 18)
	30 copies of the pupil worksheet	(page 19)
	30 copies of the pupil discussion & comment sheet	(page 20)

The Lesson

1. **INTRODUCTION** **10 minutes**

(a) Review term 'racism' (at this point, students are likely to identify racial attacks/taunts as main forms of racism - let them stay with this idea for now).

(b) Hand out 'Racial Attacks' information sheet and give them 5 minutes to read it.

(c) Questions: What is your reaction to what you've read?
What do you notice about where these attacks take place?
Do you think that racism takes place locally?
These are extreme forms of racism; does racism take other forms?

N.B. Limit discussion - don't take more than 10 minutes for this section.

2. **VIDEO INPUT & WORKSHEET TASKS** **30 minutes**

(a) Hand out pupil worksheets and ask the pupils to note down any examples of racism that they see in the videoin the 4 areas on the worksheet: work, school, law, community.

(b) "This programme was made in Norfolk in 1996" - Show 'ColourBlind' (full version).

(c) After the video ask them to circle any incidents they have recorded which show 'subtle' forms of racism (you may need to explain 'subtle racism' - see notes for lesson 6, page 25).

3. **GROUP DISCUSSIONS** **10 minutes**

(a) Split class into groups of 3 or 4 and hand out pupil discussion sheet.

(b) Ask them to discuss questions 1-6 on the sheet, and prepare group reports.

4. **CLASS DISCUSSION** **10 minutes**

(a) Record group conclusions on the board or OHP. Points you may wish to draw out:

- Racism does happen in places like Norfolk.
- Subtle racism can be just as hurtful as racist attacks and taunts.
- It is an everyday reality or threat for many people from ethnic minority backgrounds.

(b) The comment sheet on page 20 could be done in class, or used as a homework activity.

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INFORMATION SHEET

Racial Attacks

In September 1992, 'The Observer' Sunday newspaper reported the following incidents of racist violence that had occurred over a period of just a few months that year.

West London: An Iranian refugee needed plastic surgery after he was beaten up by white youths.

West London: White youths hurl a 13 year old Black boy off an estate walkway.

Euston: There were a series of assaults on Black people by White youths in cars.

Norbury: An Afghan refugee, Ruhullah Aramesh, was murdered after an attack by 15 white youths wielding iron bars and clubs.

Eltham: An Asian youth, Rohit Duggal, 16, was stabbed to death by a White youth.

Plumstead: An Asian man, a Mosque elder aged 60, was seriously assaulted outside his front door.

Charlton: A Mosque was set on fire, the second time this had happened in two years.

Tower Hamlets: The murder of Panchadcharam Sahitharan, a Tamil refugee, after an attack four days earlier by white youths wielding baseball bats.

Newham: A Somali boy was stabbed.

A Bengali family were fired at by a white neighbour armed with a sawn-off shotgun.

A Nigerian refugee woman, 24, was punched and kicked and graffiti sprayed on her car.

A Ugandan woman, a single parent, was verbally abused and battery acid poured into her home.

A Black African refugee man was punched, kicked, beaten and abused after speaking out at a tenants' meeting.

A single mother from Uganda was attacked by neighbours, repeatedly beaten on her head with milk bottles. Her boyfriend, also Ugandan, helps but is arrested by police. The assailants were not arrested and no charges were laid against them.

A refugee from Mauritius was beaten and threatened every Wednesday.

A refugee family from Zaire had to move out of their new home after repeated harassment on the first day. Neighbours had forced their way into the back garden, dug a grave and said that the children would be killed and put in it.

A Somali woman was repeatedly harassed by a gang of white youths who 'mooned' at her, threatened her and put excrement through her windows.

Forest Gate: A Ugandan man, aged 28, was repeatedly assaulted inside and outside a pub by 10-15 white men. He was forced to drink his own urine, had his jaw dislocated and suffered severe concussion, a ripped lip and torn nostrils. He was saved by a passing bus driver.

Ilford: An Asian woman, aged 40, was set on fire whilst waiting for a bus.

Greenwich: An Arson attack on a Sikh Temple. The ceremonial flag of a Hindu Temple was burnt.

Hounslow: A Somali family, the Kahins, moved out of their house following a serious arson attack while they were inside.

A Somali family, a single mother, four boys and a girl, were attacked inside their home by a gang of four White men armed with knives and iron bars.

An eleven year old boy, Abderhman Dahir, needed 23 stitches after a stabbing.

A disabled Somali man, Suliman Farah, 21, was savagely beaten, first in a supermarket, then in the High Street, by three White men. No-one helped him.

Manchester: An Asian shopkeeper and taxi driver, Siddile Dada and Mohammed Sarwar, were murdered by whites.

Councillors were sent abusive Ku-Klux-Klan literature through the post, describing gay people as 'human maggots'.

Rochdale: Nine people were found guilty after a 10-hour attack on a Pakistani shop.

An Asian taxi driver escaped from his house after an arson attack on his home.

Birmingham: Racist playground bullies 'hang' an Asian youth from a basketball net.

An Asian taxi driver, Ashiq Hussain, 21, is stabbed to death.

Walsall: Hooded Ku-Klux-Klan men held a cross-burning ceremony.

Sheffield: A Somali man, aged 22, was stabbed by four White youths.

A Somali youth aged 14, was badly beaten.

Source: The Observer, 13 September 1992

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WORKSHEET

Instances of racism from the 'ColourBlind' video

WORK	LAW
SCHOOL	COMMUNITY

all different all equal

a l l d i f f e r e n t a l l e q u a l

DISCUSSION SHEET

Some questions for discussion in your groups

1. What do you think of the film you've just seen?
2. How do you think the children felt when they were called names, etc?
3. What do you think about the fact they came on TV to tell what happened to them?
4. What do you think makes people do these things to children?
5. Have you ever felt like these children have felt? ... When? ... What did you do?
6. Do you know if this sort of thing happens:
   (i) in your school?
   (ii) in your town/village?

Comments on the 'ColourBlind' Video Lesson

One thing I learnt today ...

I was surprised by ...

The video made me feel ...

I would like to know more about ...

I would just like to say ...

One thing I will do now is ...

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LESSON 5 RACIST INCIDENTS - NOT IN NORFOLK!

TUTOR NOTES

This activity is based around a number of real incidents that have occurred in Norfolk in the past few years. It aims **to encourage pupils to think about and rehearse how they might react to and deal with real racist incidents they might personally encounter**.

You will require:	7 sets of incident cards - cut up and mix, 5 to a set	(page 22)
	1 copy of the teachers' debrieling/guidance notes - **please read this through before the lesson**	(page 23)

The Lesson

1. **INTRODUCTION** **5 minutes**

(a) Recap lessons so far: Racism exists in our society and, as the video showed, locally.

(b) "Often after being faced with unforeseen circumstances you feel you might have dealt with it better. This is an opportunity to rehearse what you might do if faced with a racist incident."

(c) Divide the class into 7 groups and hand out a set (5) of racist incident cards - a varied and mixed selection with 3, 4 or 5 incidents for each group.

Ask them to read through them all and then, as a group, choose one incident to discuss and suggest appropriate ways of dealing with it.

(d) Each group should elect a spokesperson to report back on their thoughts.

2. **GROUP ACTIVITY - What would you do?** **20 minutes**

(a) Groups read through their set, select one and decide how they would deal with it.

3. **REPORT BACK** **20 minutes**

(a) Each group reports back on one of the incidents - 2 minutes per group.
- Other groups can challenge or offer counter suggestions.

(b) Teacher records main/overall strategies suggested on board or OHP.

4. **DISCUSSION, INFORMATION INPUT & CONCLUSIONS** **15 minutes**

(a) Use the recorded suggestions to stimulate class discussion.

(b) Teacher input using teacher guidance notes - **please read in advance**.

It is likely that some suggestions mentioned in the notes will emerge from the activity, but it is also possible that inappropriate (i.e. very aggressive responses) may emerge. However, these are their spontaneous ideas, don't over-react or squash them out of hand.

(c) The key points here are to: **(i) look after and respect the victim's wishes,**
(ii) deal appropriately with the incident and
(iii) report it

(d) Try to steer the final part of the discussion into long term solutions - education, general awareness-raising in the local community, influencing the media, etc.

a l l d i f f e r e n t a l l e q u a l

INCIDENT CARDS

Your young brother's friend is Pakistani and is being abused and bullied at school.

What do you do?

You're in a German lesson in your school and a friend suggests that you draw a swastika on your book.

What do you do?

A good friend of your parents comes round to your house and starts telling racist jokes.

What do you do?

You are walking along a street when you see a young Black man being chased by three skinheads.

What do you do?

You are walking along a street in the evening when you come across a young white male putting up posters for a National Front event at your local community centre.

What do you do?

You overhear a teacher in your school telling a young Asian girl to "change those nigger brown tights - the school rules only allow pupils to wear flesh coloured tights".

What do you do?

You are walking past a primary school playground and you hear some of the children shouting 'Gypo' and making fun of one particular child who is standing apart from the others.

What do you do?

You are in a market and hear a stallholder making fun of a group of Arabs. He makes comments about their funny smell and their clothes and says they should talk proper English.

What do you do?

You're watching a local football match and some of the people in the crowd start making derogatory comments about the Black players. They throw bananas on the pitch, call the Black players 'coons' and 'Black bastards' and start making monkey noises.

What do you do?

You are walking in the street and you come across two Black girls being racially abused by a group of soldiers from a local army base. The soldiers are swearing at the girls, calling them names, saying they should go back to their own country, and making threats.

What do you do?

Some Guidance Notes for Teachers (for lesson 5: Racist Incidents)

All of these incidents are true. They have all occurred in Norfolk in the past 2 years!

An important general overall point:
Whilst all incidents of racism should be confronted, the way this is done depends very much on the circumstances and the people involved.

1. Supporting

Look after the victim, this is essential

- The safety, needs and wishes of the victim should be paramount, look after them, don't desert them. There are no heroes, only the victim's pain and suffering which they may, or may not, wish to talk about, react to or publicise.
- Make them feel safe and secure.
- Show them that there are people who are willing to take action on their behalf.

2. Intervening

If appropriate, take action on the spot

- All instances of racism should be acted on, or the perpetrator may continue in the future. However, the way it is done depends on the circumstance and on the person concerned. In some cases it might be too dangerous to take direct action, but do support, and report it.
- There is no hard and fast rule - if someone is in immediate physical danger you may need to intervene physically, but always try and get other support (and/or witnesses).
- Many young people might suggest that they would immediately try to stop the incident occurring physically, perhaps violently, but they need to understand that this can exacerbate the situation, and they could be putting themelves in some danger!
- Point out that in some instances some people who have come to the defence of the victim have themselves been prosecuted for assault even though they were just defending themselves and/or the victim!
- Trying to talk people out of it is another frequently suggested option. This is OK, if it's effective, stops physical damage and/or calms the situation, but people need to be careful of what they say and how they say it - rash words can further inflame the situation.
- One of the prime reasons for this activiity is precisely to enable people to reflect on, and rehearse appropriate action.

3. Reporting

Unless people know about it they can't act

- Reporting an incident may help in a particular situation and, importantly, it could help prevent similar situations happening again.
- Reporting enables records to be kept of incidents. This can help, or prompt, the authorities to change current (ineffective) practices and/or take important strategic or policy decisions to avoid or better deal with incidents in the future.
- In all cases incidents should be reported to the relevant authorities. This should include: the Police **and** the local REC (Racial Equality Council) - in Norfolk this would be the Norwich and Norfolk Racial Equality Council, Shirehall, Market Avenue, Norwich (Tel: 01603 442211).
- Other relevant authorities for reporting the incidents in these examples are: teachers or school management (duty teachers, headteachers, governors, LEA, etc), the football club, the community centre, the local licensing authority (City/Local/County Council for markets), the army duty officer/CO, etc.
- Lastly, any report should be followed up. Check it has been recorded, ask what action was taken and keep a personal log to avoid incidents being forgotten or 'swept under the carpet'.

4. Educating

Education is the way forward and provides the best long term solution

- This could be linked to actions above, i.e. one motive for acting is to educate the perpetrators (and other bystanders) in the error of their ways and to show the victim that they are not alone.
- Incidents could be shared/discussed with peers, parents, teachers, etc., in order to inform them about the issues, instances and responses.

5. Publicising

Let the wider community know what's happening

- Tell the media of what happened, they may publish it (which could educate a lot more people) or they may keep it for future use in a longer feature.
- Lastly, don't forget your own community media, school noticeboards, community papers, etc. These are invaluable for publicising local issues.

a l l d i f f e r e n t a l l e q u a l

LESSON 6 DEALING WITH RACIST COMMENTS

TUTOR NOTES

This lesson is similar in format to the previous one. However, in all the previous activities the racism portrayed has been mostly overt, often active and/or physical, but much of the racism in our society is less obvious and more subtle - as shown in the video used in lesson 4.

The aim of this activity is to encourage pupils to recognise that these more subtle instances are often as offensive, help perpetuate racism and validate the claims of those who assert that we are still living in a fundamentally racist society. In some instances people may be being racist when they don't do anything, when they ignore or fail to challenge racism.

You will require:	7 sets of 12 statement cards - cut up and mix sets	(page 26)
	1 copy of teachers guidance notes (please read through before the lesson)	(page 25)

The Lesson

1 **INTRODUCTION** **5 minutes**

(a) Remind pupils of the last two lessons, on racist incidents and the previous video session - these showed both overt racism (attacks, taunts, etc.) and more subtle forms of racism.

2 **GROUP ACTIVITY** **25 minutes**

(a) Divide the class into 7 groups and distribute a set of statement cards to each group.

(b) Ask the pupils to silently read all the statements by reading and passing them round the group.

(c) They then deal out a 'hand' (like playing cards) of 3 statements to each person.

(d) Each person then selects one statement from their 'hand' and explains their choice to the group.

(e) The group now chooses just one statement which it wishes to discuss and report back on using the following questions (These should be written up on the board or OHP).

1. In what ways is the statement racist?
2. Why do you think the person said this?
3. What would you do immediately?
4. What would you do in the long term to change these sorts of attitudes?

3 **REPORTS & CLASS DISCUSSION** **30 minutes**

(a) The teacher organises the report back and records comments on board or OHP.

Some questions you may wish to raise during the discussion are:

- Have you heard people say these or similar things?
- Have you said anything similar yourselves?
- What should be done in the long term to change these sort of attitudes?

To debrief this it may be useful to refer to the guidance notes on page 25.

- particularly for some of the quotations where the racism is less obvious, or where they are offensive because they were said to Black people, i.e.'you've got a good suntan', 'you speak English very well', 'I don't think of you as Black', etc.

Guidance Notes for Teachers
(for lesson 6 - Racist Comments)

Guidance has been included on the following statements because they are examples of the most subtle forms of racism. They are not as obviously offensive or prejudiced as many other comments, and may be said by people who are trying to be positive or who claim not to be racist. However, they do all reveal a lack of knowledge and understanding and, however unwittingly, facilitate its perpetuation.

"You've got a good suntan"
Obviously meant as a joke, but one where the underlying message is that to be white is normal and to have a brown skin can only be understood in white terms, i.e. as a suntan.

"I don't think of you as Black"
Although often meant in a positive way - I see you as a human being rather than a stereotype - it contains within it the assumption that white is normal and desirable and black is a problem.
It is glibly dismissive of the struggle to assert the positive value of Black history, culture and identity in the face of racism and fails to recognise, or see anything worth learning from, the different experiences that the person being addressed will have had as a result of being Black, perhaps preferring not to deal with the uncomfortable realities of racism this might reveal.

"You speak English very well"
Over 50% of Black people in Britain were born and brought up here and 75% are British citizens.
In many former British colonies, English is the national language and in many parts of the world people learn English from an early age. It should not be surprising that a Black person speaks English.

"Half-caste"
This term suggests a person with one Black and one White parent is somehow not whole. Alternative language such as mixed race has the problem of accepting that you can divide people into races, and mixed parentage comes up against the reality that we are all of mixed parentage - a woman and a man!
Mixed heritage can be useful in identifying the different realities a Black and a White parent will have come from but is euphemistic as it could just as easily be applied to a person of Scottish - Dutch ancestry. Perhaps we have to say - a Black person who has a White parent. This phrase is true to the reality that such people are perceived and often identify as Black, but also acknowledges that they are likely to have different experiences from those with two Black (or White) parents.

"Children always name call, 'wog' or 'nigger' is no different from 'fatty' or '4-eyes', it's not racist"
Children may always name call but 'wog' and 'nigger' are racist names. They carry with them the weight of the historic oppression suffered by Black peoples around the world and the continuing inequalities of power and wealth and opportunity which many of these communities, including those in Britain, still experience. In this country, extreme racists carry out acts of violence against Black people daily, in many cases using these same names. A child using these words is not at the same point of the spectrum of racist acts but is still a part of the spectrum. Even if they do not fully understand the significance of the abuse, the child is learning negative attitudes towards, and ways to disrespect, all Black people. Name calling of all kinds is cruel. Racist name calling adds another dimension to that cruelty. Denying this is an obstacle to dealing with the problem in a clear and decisive way.

"There aren't any Black people round here so there's no problem with racism":
This suggests that racism is a problem generated by the existence of Black people which White people have no responsibility for. It also takes no account of the fact that there may well be few Black people ...just because of the racism that exists.
Anyway, there are Black people everywhere in this country, and in this county, each single one of whom has the right to travel and live and work anywhere they choose - free from the fear of summoning up latent prejudices. In addition, the **evidence of the overwhelming majority of Black people living in or visiting Norfolk (as reported in the Norwich and Norfolk Racial Equality Council report 'Not in Norfolk' - see pages 21 - 34) is that there certainly is a problem with racism here.**
We live in a multicultural country which is still dealing with racism, in the institutional structures of our society and our minds, and no region, area or individual can stand outside this issue.

a l l d i f f e r e n t a l l e q u a l

PUPIL INFORMATION (for lesson 6 - Racist Comments)

"I don't think of you as Black."

"You speak English very well."

"You've got a good suntan."

"I'm just off round to the Paki shop."

"He was half-caste but he was alright, he was my mate."

"Give yourself time, then you'll be just like one of us."

"Africa was nothing until white people went and developed it."

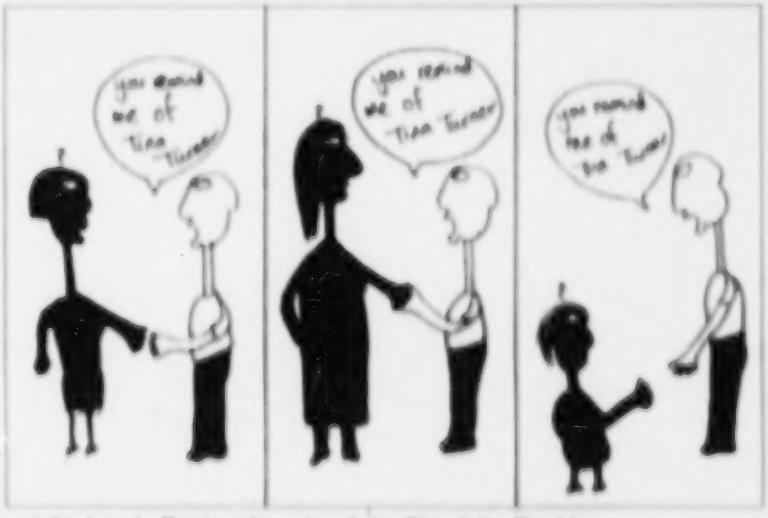
"He was a right Jew with the sweets - he wouldn't share at all."

"They're swamping our culture. Britain should be for the British."

"There aren't any Black people round here so there's no problem with racism."

"Don't get me wrong, I've nothing against Black people but I wouldn't want any living next door to me."

"Children always name call. Calling someone 'wog' or 'nigger' is no different from 'fatty' or '4-eyes' - it's not racist."



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LESSON 7 COMBATTING RACISM

TUTOR NOTES

The aim of this activity is to examine different strategies for promoting anti-racist initiatives. Tutors should decide whether pupils work in groups or individually, the requirements below are for individual work.

You will require:	30 copies of the 'Combatting Racism' activity sheet	(page 28)
	30 copies of the poster sheet	(page 29)
	30 sheets of lined paper (for answers)	
	30 sheets of A3 or A4 paper for posters	
	Pens, pencils, glue, etc., for poster making	

The Lesson

1. **CLASS ACTIVITY** — **10 minutes**

(a) Give each student an activity sheet (page 28)

Read the definition of racism to the group
- this may need explaining, especially to less able students.

Discussion (optional)

2. **INDIVIDUAL/GROUP ACTIVITY** — **20 minutes**

(a) Give each student a poster sheet and lined paper.

Ask them to look at the posters and read the activity sheet carefully.

(b) Ask all students to answer the questions in sections 1 and 2 on the lined paper
- this may be done individually or in small groups.

3. **CLASS ACTIVITY** — **15 minutes**

(a) Ask members of the class to give their answers/opinions to the rest of the class
- record main points on the board or OHP.

(b) Discuss some of the main points brought out.

4. **INDIVIDUAL ACTIVITY** (can be used as a homework activity) — **15 minutes**

(a) Hand out plain paper (A3 or A4) to each student.

(b) Ask the students to design their own anti-racist poster based on:

- how White and Black people can work together to fight racism;
- combatting racism at football matches and/or encouraging Black supporters;
- promoting positive images of all people whoever they are.

The posters produced could be used for displays around the school.

a l l d i f f e r e n t a l l e q u a l

'COMBATTING RACISM' ACTIVITY SHEET

Definition:

Racism is the belief that 'races' have distinctive cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority. Such beliefs may lead to abusive or aggressive behaviour towards members of another 'race'.

1. 'Babies' and 'Brains'

You may have heard racist abuse at a football match or racist jokes/comments at school.

Look at the 'Babies' and 'Brains' posters and answer the following questions:

(a) Have you seen these posters before this lesson?
- Where were they displayed?
- Where should they be displayed?

(b) What is each poster trying to say?

(c) Are these posters are an effective way of combatting racism? ... Why/Why not?

(d) Which poster is the most effective? ... Why?

2. Kick It!

Although racist chanting and abuse at football matches is a criminal offence, it is still common at many grounds. The Commission for Racial Equality (CRE), together with the FA, PFA, Premier League, Nike and other footballing bodies, have joined together to fund and support the 'Let's kick racism out of football' campaign.

Look at the poster (designed by a 12 year old) and answer the following questions:

(a) Have you seen this poster before? ... Where?

(b) Does your local football team, or the one you support, try to combat racism? ... If so, what do they do?

(c) Over 25% of professional footballers, but only 3-4% of supporters, are Black. ... Why do you think this is?

(d) What other things could football clubs do to fight racism at their grounds?

3. Your Turn!

On the plain paper provided, design a poster with one of the following aims:

(a) To show how White and Black people can work together to fight racism.

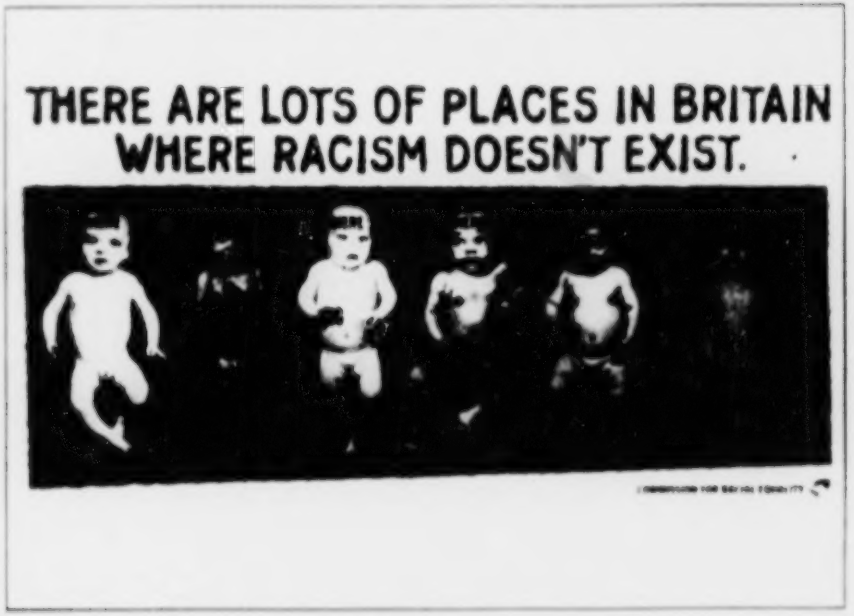
(b) To fight racism at football matches or encourage more Black supporters.

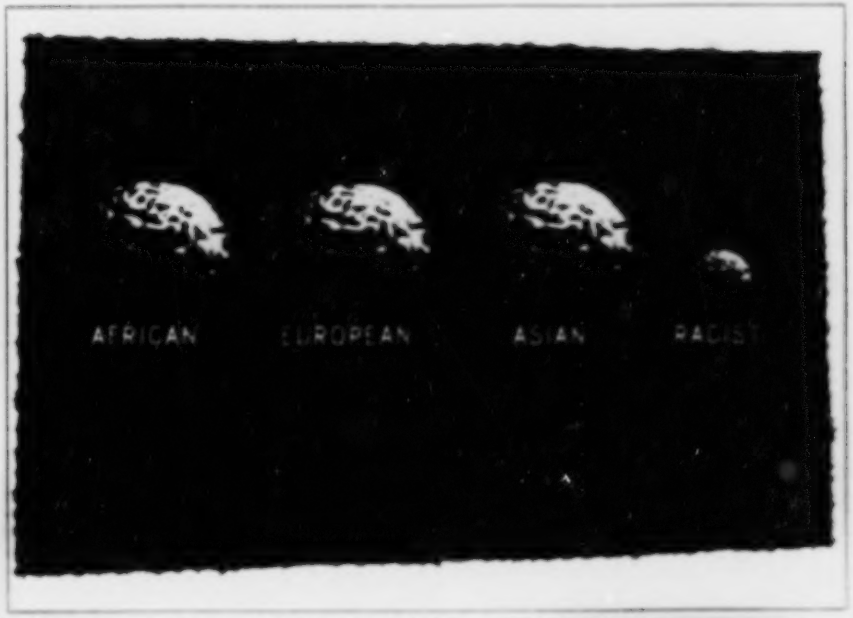
(c) To promote positive images of all people ... whoever they are.

Hand the completed poster to your teacher so that it can be displayed.

all different all equal

Racism
Red card
MIDLAND


THERE ARE LOTS OF PLACES IN BRITAIN
WHERE RACISM DOESN'T EXIST.


AFRICAN
EUROPEAN
ASIAN
RACIST

LESSON 8 TACKLING RACISM IN OUR SCHOOL

TUTOR NOTES

a l l d i f f e r e n t a l l e q u a l

The aim of this activity is to enable pupils to help create, and thereby have ownership of, an anti-racist policy for their own school.

You will require	a TV & video machine
	a 'ColourBlind' video (full version, first 10 mins or select your own)
	7 copies, 'Anti-Racist Statements' & 'Our Ideas' sheet (page 31)
	7 copies, 'How we promote anti-racism at CNS' sheet (page 32)

The Lesson

1. **CLASS ACTIVITY** **15 minutes**

(a) Show 10 minutes of 'ColourBlind' video.

(b) Initial thoughts - a brainstorm - "What can be done about racism in schools?"

2. **GROUP ACTIVITY** **15 minutes**

(a) Divide pupils into 7 groups and distribute an 'Anti-Racist Statements' sheet and an 'Our Ideas for a Policy' sheet to each group.
N.B. You could add in appropriate policies from your own school here.

Explain that many schools have anti-racist and/or equal opportunities policies and read through the examples on the 'Anti-Racist Statements' sheet
- you may have to explain some words or concepts.

(b) Ask pupils to think about these statements and then use the questions on the 'Our Ideas for a Policy' sheet to draft some statements for your school anti-racist policy.

3. **CLASS ACTIVITY** **15 minutes**

(a) Collate the suggestions for statements from groups on the board or OHP.

(b) Discussion - some suggested questions to initiate or develop the discussion include:
- What is essential for an effective anti-racist or equal opportunities policy in your school?
- Is this the same for all schools? What about an inner city school?
- Who should be involved in writing a school anti-racist or equal opportunities policy, just teachers and governors, or pupils and parents as well?
- How should a policy be enforced, monitored and reviewed?

4. **INDIVIDUAL REFLECTION AND CLASS DISCUSSION** **15 minutes**

(a) Distribute 'How we promote anti-racism at CNS' sheet to groups
- point out this was drawn up by year 9, 10, 11 & 12 pupils in 1997.

(b) Allow 5 minutes quiet reading and ask individuals to note down their ideas.

(c) Discussion
- Should we set up an 'anti-racist group' in our school?
- What other things could we do to promote anti-racism?
- What do you do if parents, family or friends are racist?
- Can we educate parents, family, friends, etc. ... if so how?

ANTI-RACIST STATEMENTS

Key principle

The principle which underpins the school's aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of the student's age, abilities, social and ethnic background or gender.

Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school.

Equal opportunities

Equality of opportunity and the entitlement to equal regard are central to the Key Principle of this school. No student should be limited by stereotypical role models based on gender, ability or ethnicity.

Nelson and Colne College

Nelson and Colne College is proud to serve a multi-racial and multi-cultural community and will actively seek to reflect this in its organisation and in the environment and services it offers. The Principal and Governors of the College wish to make it clear that serious action will be taken in respect of any racial harassment, discrimination or racist behaviour by any individual on college premises.

Racialism or **Racism:**

1. The belief that 'races' have distinctive cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority.
2. Abusive or aggressive behaviour towards members of another 'race' on the basis of such beliefs.

Our Ideas for a School Policy

1. Reasons why racism should be regarded as an unacceptable part of pupil behaviour

2. Positive steps which can be taken to educate pupils into taking non-racist attitudes

3. Ways of identifying and reporting any examples of racism in our school

4. Sanctions or punishments to use when examples of racism are encountered

all different all equal

CNS

Norfolk County Council

a l l d i f f e r e n t a l l e q u a l

How We Promote Anti-Racism at CNS

1. We have an anti-racist policy which is implemented throughout the school.
2. The CNS Anti-Racist Youth Forum holds weekly meetings to discuss ways in which to promote anti-racist strategies.
3. We aid in the production of multicultural units for the school's PEP (PSE or Tutor Group) sessions and helped design a pack of anti-racist curriculum materials which would be appropriate for Norfolk schools (this pack!).
4. We produce displays within the school to inform about our activities and promote anti-racism.
5. We run assemblies both within our school and at other schools to inform students about our activities.
6. We correspond with and circulate information to all secondary schools and youth clubs in our area.
7. We hold World Development Day conferences at the school for year 12.
8. We helped set up, and participate in, a county network of Anti-Racist Youth Forums.
9. We write magazine articles for local publications.
10. We organise workshops about how to deal with racist incidents.
11. The CNS Anti-Racist Youth Forum acts as a support network to deal with racially connected problems.

MEMBERS OF THE CNS ANTI-RACIST GROUP WILL BE HAPPY TO ANSWER ANY QUERIES YOU MIGHT HAVE.

This statement was prepared by 14-18 year old pupils from Eaton (CNS) High School in 1997. They were one of the first anti-racist youth forum groups in Norfolk.

Glossary of Terms

In order to avoid any ambiguity of meaning, terms in current use in 1997 relating to multicultural and anti-racist education are defined below. **The meanings and acceptability of terms are subject to change both through time and in relation to the people concerned. To avoid giving offence, it is better to ask those being referred to by which name or term they wish to be known.**

Anti-racist - An approach adopted by those who directly challenge racism and provide alternative ideologies and structures to current practices which, consciously or unconsciously, are racist in effect.

Anti-racist education - Seeks to equip pupils to combat racism and to prepare them for life in a multicultural society. Anti-racist education is simply good educational practice and has values of equity and justice at its core.

Black - This is a political term of identification, self-perception and solidarity, used by many groups of people against whom prejudice of a racist nature is directed. In some instances the term is used to include 'all people of colour', e.g. peoples of African, Arabic, Asian and Chino-Pacific descent and native peoples from the Americas and Australasia. In other instances it's use may be limited to denote those of African, African-Caribbean or African-American descent.

Coloured - This is a term which has become increasingly unacceptable to groups and individuals in Britain. Teachers should point out that the term is generally seen as outdated, euphemistic and could well be offensive.

Culture - This defines certain customs or practices which are common to specific groups of people and constitute a self-identification within the group. Cultures are usually shared by people of the same language, heritage, ethnic group or religion.

Ethnic group - Refers to a group of people who identify themselves as a group through common descent or through shared cultural or religious characteristics. White people, therefore, are also from many different ethnic backgrounds and communities.

Ethnic minority - A term used in Britain to describe groups of people who are identified in terms of a common heritage or culture which is different to that of the majority within Britain.

Equal opportunities - Describes policies and practices which provide equal access and rights, and seek to remove discrimination against people on the basis of sex, race, class, sexual orientation or disability.

Gypsies - Applies to specific racial groups (see 'Travellers') and its usage is therefore more specific. For the purposes of the Race Relations Act, Gypsies are defined as a racial group.

Harassment - Any form of behaviour which has the effect of intimidating, humiliating, ridiculing and/or undermining the confidence of a person/group due to their disability, gender, sexual orientation, marital status, 'race', religion, colour or nationality. This includes physical abuse, verbal abuse, derogatory comments/jokes, written abuse (including graffiti and the display of offensive material) and differential treatment.

Multicultural - This defines a perspective which embraces the many cultures which have contributed to history and to knowledge in a positive way. A multicultural approach also acknowledges the need for the promotion of self-identification of different cultures.
Within the curriculum, a multicultural perspective should include positive references to contributions made by many cultures, represent different cultures in a positive way and induce feelings of value and self-respect for the many different cultures within Britain. This is sometimes referred to as cultural pluralism, as advocated in the Swann Report.

Prejudice - This involves a judgement made - without sufficient knowledge or through ignorance of facts, - which is stereotypical or discriminatory. Racial prejudice is involved when negative judgements are made about individuals or groups of people who are of a different ethnic group and are perceived to be inferior.

'Race' - 'Race' has come to be used to denote people who share a common origin or heritage. It is, however, often mistakenly used in this context as it carries only one biological or scientific definition, which is that of the human race. The term 'race' is not used here to denote any specific groups of people for this reason. The only time in which 'race' may be referred to is within the title: 'Race Relations Act', or through derivation: racism, racist, or racial group.

Racism - Racism results from prejudices, attitudes based on notions of racial superiority and inferiority. When combined with power, this produces behaviour and institutional structures which discriminate against Black and ethnic minority groups in a white dominated society. Any action, conscious or unconscious, is racist if it colludes with this process. Racism is defined by its effects, which result in Black and ethnic minority groups in Britain being disadvantaged in most areas of their lives.

Racialism - This is a term which, in the past, was synonymous with 'racism' and was used to denote the same concept. Now the term is largely restricted to descriptions of the activities and beliefs of extreme organisations such as the National Front, British National Party, etc.

Racial discrimination - The Norwich and Norfolk Racial Equality Council leaflet describes 'direct' and 'indirect' discrimination as follows: Direct discrimination occurs when you are treated worse than others because of your colour, nationality or ethnic and national origins; Indirect discrimination is more complicated. It happens when everyone seems to be treated in the same way but, in practice, people from a certain ethnic group are more affected by a rule than others. If there is no good reason for the rule, it is indirectly discriminatory.

Stereotyping - This term refers to assumptions that a person's abilities, interests, characteristics and behaviour are determined by their gender, sexual orientation, marital status, 'race', religion, colour or nationality. It is defined as a 'fixed and over-simplified idea of the usual behaviour, the abilities or the aspirations of persons of one group'.

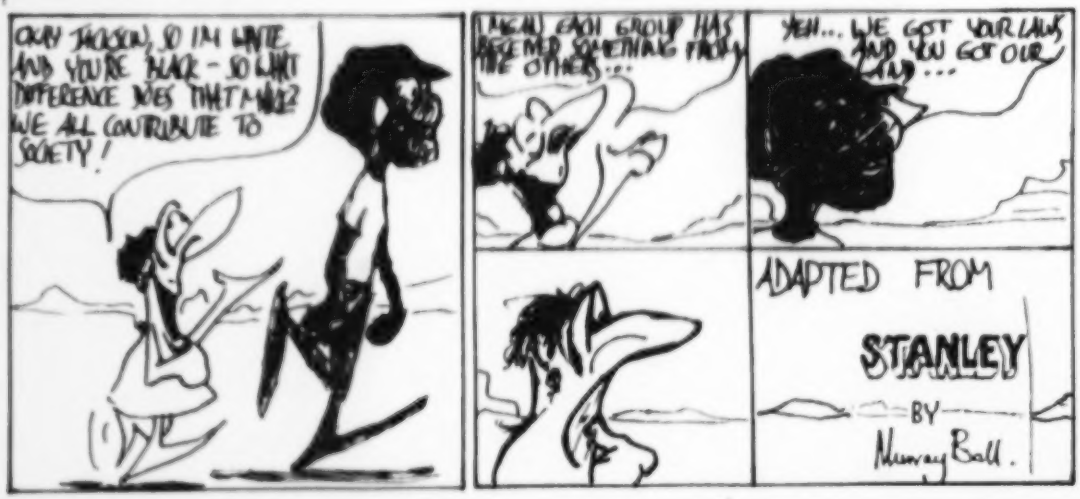
Stereotyping can become a self-fulfilling prophecy. If characteristics are constantly attributed to one group only, they will continue to be associated with members of that group, regardless of whether individuals have those attributes. Stereotypes may sound positive but are generally negative - they indicate what we are not.

Travellers - This is a generic term covering many groups including Irish Travellers, English Tinkers, Scottish Tinkers, Welsh Gypsies, English Gypsies, New Age Travellers, Occupational Travellers such as Bargees and Travelling Showpeople (Fairground and Circus) and some other seasonal workers.

Since the term Traveller frequently encompasses Gypsies, both terms should be written with an initial capital letter to denote respect - compare 'english' with 'English'.

This glossary is based on the Definition of Terms as used in the 'Anti-Racism in Education Guidelines' (National Union of Teachers, 1989) and is similar to that used in the Norfolk LEA Professional Paper 'Multicultural and Anti Racist Education' (Norfolk Educational Press, 1996).

- For a more thorough discussion of these terms see 'No Problem Here' by Chris Gaine.


OUR JACKSON, SO I'M WHITE AND YOU'RE BLACK - SO WHAT DIFFERENCE DOES THAT MAKE? WE ALL CONTRIBUTE TO SOCIETY!
I MEAN EACH GROUP HAS SOMETHING FROM THE OTHERS...
YEH... WE GOT YOUR LAWS AND YOU GOT OUR LAWS...
ADAPTED FROM
STANLEY
BY
Murray Ball.

Redrawn from 'Stanley' by Murray Ball.
Source: 'Thin Black Lines' (Birmingham DEC, 1988)

Pack Evaluation Sheet - For Teachers

Please photocopy and return to: Sandy Betlem, COMPASS Project, NEAD, 38 Exchange St., Norwich NR2 1AX ... by March 16th 1998.

a l l d i f f e r e n t a l l e q u a l

Your name: School:

Year group taught: School address:

Lessons used:

Date lessons/pack used: School tel: Fax:

Section 1. Overall reaction to the pack ... It was

EXCELLENT | GOOD | USEFUL | OK | USELESS

1.1 I was surprised that ...

1.2 I really liked ...

1.3 I didn't like ...

1.4 Some outcomes were ...

1.5 I'd just like to add ...

Section 2. An individual lesson: I used lesson no: ____ Title:

2.1 I was surpised that ...

2.2 I really liked ...

2.3 I didn't like ...

2.4 Some outcomes were ...

2.5 I'd just like to add ...

Section 3. Other lessons: I also used lesson no: ___ Title:

3.1 I was surprised that ...

3.2 I really liked ...

3.3 I didn't like ...

3.4 Some outcomes were ...

3.5 I'd just like to add ...

Section 4. What's missing?

4.1 Other issues that should have been included are ...

4.2 A more effective way would have been to ...

4.3 There needs to be more information about ...

4.5 I'd just like to say ...

Please continue on a separate sheet if necessary, we welcome all of your comments

all different all equal

Some Educational & Informative Resources

A brief, incomplete list ... to add to it, send details to COMPASS, 38 Exchange St., Norwich NR2 1AX

ESSENTIAL READING

Not in Norfolk: Tackling the Invisibility of Racism
- essential and disturbing reading for the local context (a copy was sent to every Norfolk school in 1996)
(Norwich & Norfolk Racial Equality Council, 1994, £5.00, ISBN 0 9524799 0 7)

Multicultural and Anti Racist Education
- provides clear structures for developing policies, curriculum opportunities and strategies for dealing with prejudice, racism and discrimination
(Norfolk Educational Press, 1996, ISBN 1 85526 214 2)

Roots of the Future: Ethnic Diversity in the Making of Britain
- a wonderful book crammed with information about the immense contribution made by Britain's ethnic minorities to Britain's economic, political, social and cultural development
(Commission for Racial Equality, 1996, £9.95, ISBN 1 85442 179 4)

No Problem Here
- a very informative discussion of the educational issues together with practical suggestions for schools
(Chris Gaine, Hutchison, 1987)

Still No Problem Here: Anti Racism in Predominantly White Schools
(Chris Gaine, Trentham Books, 1995)

Equality Assurance in Schools: A Handbook for Action Planning and School Effectiveness
- an invaluable school resource with practical advice on planning and implementation and a bibliography of equality issues across all areas of the curriculum. A booklet of INSET activities is also available
(Trentham Books with the Runnymede Trust, 1994, £5.95, ISBN 0 948080 91 4)

Other Useful Resources

Anti Racist Curriculum Guidelines - a useful handbook for teachers
(National Union of Teachers, revised version 1996)

Anti Racist Education Pack - activities and information, designed by young people for young people
(Youth Against Racism in Europe, Drury Lane, Newcastle Upon Tyne NE1, 1995, £2.50)

Anti Racist Science Teaching
(Edited by Dawn Gill & Les Levidow, Free Association Books, 1987)

Can I Stay in Today, Miss: Improving the School Playground
(Carol Ross & Amanda Ryan, Trentham Books, 1990)

Challenging Racism
- a KS4 pack offering a range of activities and photocopiable pupil worksheets for classroom use
(The Chalkface Project, PO Box 907, Milton Keynes MK13 8YU, 1993, ISBN 1 873562 50 0)

Challenging Racism - a youth work pack
(United Reform Church/Ecumenical Racial Justice Fund 1994 £3.50)

Challenging Racism, Valuing Differences (an activities book, facilitator s guide and a video)
- a book of activities and a wealth of information about Black achievers in Britain
(Cities in Schools, 91 Brick Lane, London E1 6QN, 1995, £15.00, ISBN 1 873928 34 3)

Code of Practice for the Elimination of Racial Discrimination in Education
(Commission for Racial Equality, 1989)

Comic Relief Web Site
- now being developed to provide teachers and students with interactive activities and information
(for more information contact: Julia Brown, Education Officer, Comic Relief, 0171 436 1122)

Dealing With Racist Incidents: A guide for Suffolk Schools
(Suffolk County Council Education, 1994)

Equaliser II - activities and ideas for empowerment and anti-racist work with young people
(BREAD, ISBN 0 951835 718)

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Other Recommended Resources (cont'd)

European Year Against Racism (EYAR): An Education Pack for Schools - two packs (one with a video) for secondary schools, with activities and policy recommendations. These will sent free to all secondary schools in Britain in October 1997.
(For more details contact: Commission For Racial Equality, EYAR Unit, 0171 932 5437)

From Prejudice to Genocide - a key text for National Curriculum History. A comprehensive resource for teaching about the Holocaust
(Carrie Supple, Trentham, 1993, £16.50, ISBN 0 948080 60 4)

How Racism Came to Britain: A Cartoon History
(Institute of Race Relations, 1985, ISBN 085001 029 2)

Inside Stories: Wisdom and Hope for Changing Worlds - 60 tales from a range of cultures
(Angela Woods & Robin Richardson, Trentham, 1993)

Let's Talk about Racism: A KS3 childrens' book
(Ange Grunsell, Aladdin, 1990, ISBN 0 7496 04328)

More than Skin Deep: Developing Anti-Racist Multicultural Education in Schools
(Ian Massey, Hodder & Stoughton, 1991)

Multi Ethnic Britain: Facts and Trends - a wealth of information and facts
(Runnymede Trust, 1994, £5.00)

Multiple Factors: Classroom Mathematics for Equality and Justice
(Sharan-Jeet Shan & Peter Bailey, Trentham Books, 1993)

Off Limits: Talking About Race - three stimulating 20 minute videos in which a group of young people discuss identity, racism, multculturalism, how teachers should deal with these issues, etc.
(Channel 4 Schools, PO Box 100, Warwick, CV34 6TZ - Video £9.95, Teachers' Guide £4.95, 1997)

Profile on Prejudice - an education pack for teaching about prejudice and minority rights
(Minority Rights Group, 1986, ISBN 946690 28 6)

Race through the '90s - information and case study material produced for a 1992 BBC Radio 1 series
(Commisssion for Racial Equality, 1992)

Racial Discrimination: A Guide to the Race Relations Act
(Commission for Racial Equality, 1976)

Racism in Children's Lives: A study of Mainly White Primary Schools
(Barry Troyna & Richard Hatchet, Routledge, 1992)

Respect for all: Developing Anti Racist Policies in a Church School
(Daphne Griffith & David W Lankshear, The National Society, 1996, ISBN 0 901819 45 X)

Spanner in the Works: Education for Racial Equality and Social Justice in White Schools
(Clare Brown, Jacqui Barnfield & Mary Stone, Trentham, 1990)

The School is Us: A Guide to Whole School Change
(Manchester Development Education Project, 1995, £9.50)

Where It Really Matters - developing anti-racist education in predominantly white primary schools.
(Debbie Epstein & Alison Sealey, Birmingham Development Education Centre, 1990 - out of print?)

When hate comes to town: Community Responses to Racism and Facism - information, case studies, suggestions for action and an accompanying video
(Searchlight Educational Trust, 1995, £24, ISBN 0 9522038 2 0)

Young and Equal: A Standard for Racial Equality for Services Working with Young People
(Commission for Racial Equality, 1995, £5.00)

Some of these educational resources (and many others) are available for sale or loan from:
NEAD, 38 Exchange Street, Norwich NR2 1AX

Some Useful Contacts

<< Local >>

Compass Project
NEAD, 38 Exchange Street
Norwich NR2 1AX
01603 610993
(Coordinator: Sandy Bellem)

East Anglia Ecumenical Racism Awareness Project (EARAP) c/o PO Box 26
Attleborough NR17 2QT
(Chair: Gill Mundzic)

Norwich & Norfolk Racial Equality Council (REC)
Shirehall, Market Avenue
Norwich NR1 3JQ
01603 442211 (Fax 442210)
(Chief Officer: Anne Matin)

Norwich Black Womens' Group
c/o REC, Shirehall
Market Ave, Norwich, NR1 3JQ
(Chair: Tonia Mihill)

Norfolk County Council Multicultural Education Service
County INSET Centre
Witard Road, Norwich NR7 9XD
01603 433276
(Adviser: Gordon Phillips)

Norfolk English Language Support Service
Shirehall, Market Avenue
Norwich NR1 3JQ
(Coordinator: Sarah Broadbridge)

Norfolk Travellers' Education
Turner Road
Norwich NR2 4HB
01603 766133
(Director: Lorna Daymond)

Norfolk & Norwich Asian Society
The Secretary (Daksha Raja)
177 Proctor Road
Norwich NR6 7EU

Oriental Arts Centre
Unit 24, St Mary Works
Duke Street, Norwich NR3 1QA
01603 630857
(Director: Hiromi Hasegawa)

CNS Anti Racist Youth Forum
c/o Dr Tom Elkins
Eaton (CNS) School
Eaton Road, Norwich NR4 6PP

Connections Youth Forum
c/o Mia Randall
Heartsease High School
Marryat Road, Norwich NR7 9DF

Norfolk Black Youth Forum
c/o REC, Shirehall
Market Ave, Norwich, NR1 3JQ
- now being formed

<< National >>

ACER (Afro-Caribbean Education Resource Project)
Wyvil School, Wyvil Road
London SW8 2TJ

AIMER
Reading and Language Centre
University of Reading, RG6 1HY
0118 9318820
- AIMER - Access to Information on Multicultural Education Resources

Black Cultural Archives
378 Coldharbour Lane
Brixton, London SW9 8LF

Churches' Commission for Racial Justice
Inter-Church House
35 Lower Marsh
London SE1 7RL

Commission for Racial Equality
Elliot House, 10/12 Arlington St
London SW1E 5EH
0171 932 5352
- information & advice + posters, postcards, publications, etc

Institute for Race Relations
2-6 Leeke Street
London WC1X 9HS
0171 837 0041
- excellent publications

Joint Council for the Welfare of Immigrants (JCWI)
115 Old Street
London EC1V 9JR
0171 251 8706

Minority Rights Group (MRG)
379 Brixton Road
London SW9 7DE
0171 978 9498

Refugee Council
5 Bondway House
London SW8 1SJ
0171 582 6922

Runnymede Trust
133 Aldersgate Street
London EC1A 4JA
0171 600 9666
- produces a very informative monthly Bulletin - recommended

Searchlight
37b New Cavendish Street
London W1M 8JR
0171 284 4040
- publishes 'Searchlight' magazine and educational materials. Keeps an updated database on racist groups and their local activities

Trentham Books
Westview House
734 London Road, Oakhill
Stoke-on-Trent ST4 5NP
01782 745567
- publishes 'Multicultural Teaching' magazine and a wide range of multicultural/anti-racism books

Working Group Against Racism in Children's Resources (WGARCR)
460 Wandsworth Road
London SW8 3LX
0181 627 4594
(Coordinator: Rob Roach)
- provides support for local groups

Youth Against Racism in Europe
Tyne & Wear REC, MEA House
Ellison Place, Newcastle on Tyne
NE1 8XS
0191 232 7639

1990 Trust/Black on Black
South Bank Technopark
90 London Rd, London SE1 6LN
0171 717 1579
- produces an excellent monthly magazine and other information

a - i - d i f f e r e n t a - i - e q u a l

Positive Achievement

all different all equal

Can you name the people pictured above, and say why they are important?

A free 'brains' tee shirt to the first five correct quiz entries recieved with a fully completed evalua. on form
Send answers (and evaluation form) to COMPASS, NEAD, 38 Exchange Street, Norwich NR2 1 X